



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## Books Received

### FRENCH

*BAZIN, RENÉ*, "Une tache d'encre," Mots et expressions, questionnaires et exercices, et vocabulaire par *NOELIA DUBRULE*. Ginn and Co. 1922. 153 pp.+ vocab.

"Une tache d'encre" is an interesting story and shows a phase of French life which should prove interesting to American students. In addition to a brief biographical sketch, this edition contains explanations in French of words and phrases that offer difficulty, questionnaires and exercises for oral and written drill, and vocabulary.

*BOVÉE, ARTHUR GIBBON*, "Première Année de Français avec notation phonétique." Ginn and Co. 1922. 546 pp.+ vocab.

A first year book along original lines which is the result of ten years of experimentation in the Laboratory School at the University of Chicago. The author's chief aim is to teach reading without recourse to translation, supplemented by oral practice to render reading more effective. In order to attain this, the vocabulary is practical and rich in idioms. The word always appears in a complete sentence and the vocabulary develops and unfolds logically. Pronunciation is taught by the use of phonetics and phonetic symbols of the Association Phonétique Internationale. The grammar is taught by usage rather than by rule. Each lesson is planned to be a complete class program for forty minutes including assimilation exercises, such as conversation on every-day topics, board exercises, dictation and oral drill followed by the explanation of new material.

*DE SAUZÉ, E. B.*, "Exercises on French Irregular Verbs and Verb Blanks." Henry Holt and Co., N. Y. 1922.

Verb blanks for the conjugation of irregular verbs and filling-in exercises to test the use of the various tenses of these verbs.

*FOUGERAY, G. P.*, "Mastery of French. Direct Method." Book One. Iroquois Publ. Co., Syracuse, N. Y. 1922. 340 pp.+ vocab.

Pronunciation is taught by approximate sounds in English, supplemented by drills. The vocabulary is presented in the form of conversations and narrations and the words are grouped around the topics of every day conversation. The essential rules are given in simple French. Abundant material is provided for oral drill.